The University of Texas at Tyler

Soules College of Business
Department of Human Resource Development

Fall 2023

Syllabus

Course:	HRD 5343	**Instructor:**	Greg G. Wang
Title:	Foundations of HRD	**Office:**	COB 315.13
Section:	060	**Office Hours:**	By appointment on Zoom
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Welcome to HRD 5343 - Foundations of HRD. I am your instructor, Greg Wang, Professor of HRD, and I look forward to meeting with you in our virtual classroom. This course is designed to engage you from various backgrounds in learning some basic foundations of HRD.

This course is developed in a modular format to assist you in organizing your time and efforts. In each module, we will learn a particular aspect of human resource development in theory or practice. Learning in each module will involve in required readings, discussions, and/or written assignments.

Please read through each section of the Syllabus carefully. If you have any questions, make a note and we will address them in our Discussions areas. Please refer back to the information contained in this Syllabus anytime you have a question regarding the basic course information and the requirements. You may wish to print out the Syllabus for your future references and the learning process.

In case you are not familiar with the Canvas learning platform, please go through Canvas 101 first prior to starting the navigation of the learning materials. In addition, you can access the university website for general information and related student services on the Canvas support.

Introduction

If this is your first time to take an online course, you will find it dramatically different from your previous experiences. There is no face-to-face contact with your instructor and fellow participants. You may feel you are working alone. You may feel confused and anxious because you can't ask questions and receive immediate feedback.

Relax! You are not alone, and any anxiety you feel will go away as you become familiar with this learning environment. You may even begin to prefer this environment because of the flexibility that it affords you in managing your time and the learning materials according to you own schedule.

I want to stress to both the experienced and inexperienced online course participants that the key to successful completion of this online course, or any online course, is organization and planning. This syllabus outlines in detail my expectations of you as participants, including required textbooks, grading policies, assignments, and projects, and a schedule of readings and assignment/project due dates. This is not a self-paced course. Deadlines exist because the course is offered within the UT Tyler semester-based schedule and to help you complete the course successfully in a timely manner. Within that framework, you have plenty of flexibility in managing your learning.

As mentioned earlier, the course has been designed in modules to assist you in organizing your efforts. There are **three** instructional modules that require you to study the assigned learning materials, to respond to discussion questions, to prepare assignments, and/or to perform other tasks, such as readings or reviewing other materials, and completing projects. A primary task in this course are the preparation and presentation of a final project related to an HRD practice function or theory.

Course Description and Prerequisites

Description

HRD 5343 – Foundations of HRD: Study of the set of systematic and planned activities designed by an organization to provide its employees with the necessary skills to meet current and future job demands: learning and human resource development, needs assessments, task analysis, designing and implementing training programs, career development, and organization development.

Course Prerequisites

To take this course, you need to be in graduate standing. If you are taking this course as part of the Master's of Science in Human Resource Development and have not completed a degree plan, please contact your program advisor for additional requirements and procedures.

Course Goals and Learning Outcomes

- Develop an understanding and appreciation of the functions and roles of HRD in organizations;
- Discuss and present major theoretical foundations of HRD;
- Describe a model of employee behavior, and learning related to knowledge, skill, ability and attitude influencing employee behavior.
- Develop an understanding of organization development and change in relation to models of change, OD theories, various types of interventions and effective intervention strategy.
- Describe career development as a role in HRD and organizations.
- Develop an understanding of current research trend in HRD.
- Conduct an original project related to HRD functional roles, practices, or theories.

Course Competencies

1. Computer-Based Skills: Participants will use a variety of skills in the online environment.
2. Communication skills: Participants will use a variety of communication skills in communicating their opinions, findings, expertise, and knowledge about various course topics to other participants and the instructor.
3. Interpersonal skills: Participants will interact as they discuss their views and learning on HRD basics and their individual research projects.
4. Problem Solving (Critical Thinking): Participants will use conceptual thinking, creativity, and innovation in developing and presenting their responses to module assignments.
5. Ethical Issues in Decision Making and Behavior: Participants will demonstrate ethical behavior in obtaining information and in documenting referenced material used in assignments.
6. Personal Accountability for Achievement: Participants will complete assignments according to the designated schedule and will participate in discussions in a timely manner.

7. Competence in Technology Principles: Participants will apply course concepts to their own area(s) of subject matter expertise in addition to the learning technologies applied in this course.

Course Requirements

Reading Assignments

- Each participant is responsible for completing the reading assignments in a timely manner.
- Due dates and deadlines are listed in the Learning Agenda section in this syllabus.
- Discussions and written assignments are made with the assumption that required reading assignments are completed prior to completion of online discussions and written assignments.

Discussion Assignments

- Link to the Discussions forum is located on the left navigation bar.
- Each participant is responsible for participating in the asynchronous discussions as specified for each module. The participation will include posting responses to prompts posted by the instructor as well as replying to other participants' postings. Virtually all discussion prompts will be related to your learning or your research project. All class participants are expected to engage in presenting their own progress as related to their research project as well as contributing insights to others' postings.
- Discussion postings should be made in a timely manner. Please pay attention to the deadlines. Discussions areas has been set up as such, a few days of late submissions may induce some point deduction, and after a defined date, no late submission will be allowed so that no point will be granted for that portion of the discussion.
- Please note that the time for all deadlines is based on the online clock up to 11:59pm Central Time on the due date.
- The quality of your discussion contributions is more important than the quantity. A participant's comments should add to the discussion. I will let you know individually if your contributions to class discussion are not meeting my expectations.

- Note: When posting to the discussion area, please enter your comments directly into the discussion board. Do not attach documents to the discussion board, as this method may be difficult for some to access.

Written Assignments

- All written assignments are to follow American Psychological Association (APA) format with 1" margins on all sides, double spaced with Time New Roman font size no smaller than 10 but no larger than 12.
- All written assignments are to be completed in Microsoft Word, and submitted in a timely manner.

- All written assignments should be submitted to the designated link specified. If your internet connection is down for some reason, assignments may be faxed to 903-565-5650 attention to Dr. Wang. Please note that if your assignment is faxed, turnaround time for grading may be longer.
- Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work. Our Canvas portal uses UniCheck to automatically check the similarity of your submitted paper with all internet and library sources. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Student Affairs for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the student's official school records.
- Late assignments will receive point deductions. Timeliness on submission of assignment is a critical training on professional commitment. Please avoid waiting until the last minute for assignment submission as this may encounter unanticipated issues to make the time stamp of your submission shown as being late, e.g., technical problems on your side, or maintenance on the system side.

Completion Time

You should expect to spend as much time on an online course as you do in a face-to-face course. The amount of time required for this course will vary from student to student, depending on your chosen project. Keep in mind that your project must be completed in this one semester.
It is imperative that you learn to work independently on this project and that you pace yourself throughout the semester. Your project will not be one that can be completed in one or two weeks!

You will have access to all course materials from the start of the course to the end. You may study ahead, or go back and review, at any time during the course.

Online Discussions

Given the design of the course, online discussions accounts for a significant portion of the overall grade (40%). You will have weekly discussion assignment based on the required readings. Please do not overlook/miss any single week's discussion/responses assignments, as the small portion weekly discussion adds up quickly to either improve or reduce your final grade.

Grading and Rubrics

Final grades for the course will be determined based upon the following rubrics for assessment:

- A – Exceptional work; demonstrates complete understanding of topic in written assignments; demonstrates graduate-level written communication by attention to conventions of standard written English and good writing "flow".

- B – Good work; demonstrates basic understanding of topic in written assignments; acceptable demonstration of graduate-level writing; some lack of attention to detail in content or presentation.

- C – Shows only some understanding of basic concepts; written assignments lack attention to conventions of standard written English; incomplete responses; consistent lack of attention to detail.

- D – Failure to demonstrate understanding of basic concepts.

- F – Failure to complete assignments.

The required work you will perform for this course is weighted as follows:

1 Interview report: 20%
Final project: 40%
Online Discussion Participation: 40%

Grading components are assigned weights based upon the assignments required of the participant and their importance to the course. Tow letter grade will be deducted for each day an assignment is submitted after the due date unless prior approval has been acquired from the instructor. Assignments may be submitted prior to the due date listed in the Course Schedule.

Textbooks

Required textbooks:

Swanson, R. A. & Holton, III.,E. F. (2009, 2ⁿᵈ ed). *Foundations of Human Resource Development.* Berrett-Koehler (ISBN: 978-1-57675-496-2. Available from the UT Tyler Bookstore. 2022 3ʳᵈ edition may also be available. Either would be ok.)

Werner, M. J. (2017). *Human resource development.* Cengage Learning (ISBN: 978-1-337-29653-3).

The optional textbook for this course is:

American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Author. (Note: Regardless whether you purchase the book, all writing format will follow the APA style for all writing assignment. Most format requirements are also available at www.apastyle.org)

Other required readings as assigned.

Class participants may purchase these texts, new or used, from the UT Tyler Bookstore or any other sources.

Additional to the textbooks, you may find the following Professional Organizations' Websites valuable resources for understanding the subject of this course:

- Academy of Human Resource Development: www.ahrd.org
- Association of Talent Development www.td.org (formerly American Society for Training & Development: www.astd.org –this will also lead you to their above new website
- The Society for Organizational Learning: www.solonline.org
- International Society for Performance Improvement: www.ispi.org

Accessing Library Resources

Students enrolled in this course have several options to access library resources. You may visit your home campus library or you may access the UT Tyler Online Library. You may also use the Robert R. Muntz Library at the University of Texas at Tyler. Follow the link below, and then complete the instructions at those sites for accessing information from a distant site: (http://library.uttyler.edu)

Course Evaluation

Also, an end-of-semester evaluation specifically for this course will be made available for you from the University of Texas at Tyler electronically to complete in the last week of instruction. This evaluation will be reported anonymously. Your comments and recommendations will be seriously considered as the course is updated. Your input throughout the semester contributes to my commitment to continually improve the quality and relevance of this course.

Descriptions of Assignments

Online Discussion

This course places a significant portion of the grade distribution in online discussion. Your learning is to be reflected by the quality of your written discussions in each module. You will have weekly required online discussion assignments based on our learning design and schedule.

Assignment:

Each week, you are required to initiate at least 1 discussion post addressing a set of questions on designated Canvas discussion forum, and respond to at least two other peers' initial post.

So please pay attention to the due dates for required discussion activities. Please refer to the discussion questions listed in the "learning agenda."

The quality of online discussion will be evaluated in the following areas:

1. Quality of writing
2. Relevance of the posts,
3. Contribution to the learning community, and
4. Your promptness and timeliness
5. Point distribution for the weekly discussion
   a. Module 1-1 self-introduction (2%)
   b. Rest of 10 weekly discussions (3.8% for each week's discussion)
   c. Total discussion grade possible (40%)
   d. Late post will receive penalty depending on the lateness in time.

Late or missing post will receive proportional point deduction.

Important note:

Because of the nature of the learning community, we expect the online discussions to be professional, constructive and substantive and contributing to all individuals' learning. Therefore, please refrain from online slams, e.g., LOL, or other informal languages. Please also avoid "me-too" responses.

<center>**Interview Report**</center>

Due: 7/5. Please plan and working on the report ahead of time to avoid last minute rush. 20% point deduction for late submission.

Requirements:

1. Your report should be at least 7 double-spaced typewritten pages excluding cover page and references, 1" margins all sides, font size 12-point Time New Roman.
2. You must submit a report to receive a grade.

Assignment

This assignment is designed for you to gain an understanding of HRD functions, roles, and activities by interviewing a field HRD practitioner.

It is your responsibility to identify an HRD practitioner, either internal employee, manager, or external consultant to an organization in the field of HRD. The person could be in a function such as training, performance improvement, instructional design, organization effectiveness, or organizational development in any industry or sector. The person may bear a job title such as HR Generalist/Manager, Training Manager, Instructional Designer, Organization Effectiveness Specialist, Performance Consultant, and HR Analyst.

You may conduct the interview in person, by telephone, or via any online technologies, e.g., Zoom or Skype. Ask questions at least in the following areas:

1. What is your role in the organization that is related to HRD?
2. In what department are you in, and what is the general function of that department?
3. What are some of your typical projects that help developing the human resources in the organization?
4. What foundational theories or models of HRD is/are relevant to your daily projects and/or the departmental functions?
5. Can you describe a most recent or most important example of your HRD project, including the following
    a. Background of the project: was it targeted to a human resources or performance problem?
    b. What was the performance problem or problems related to employees, and how it was identified?

      c. What was the solution?

      d. What was the outcome(s)?

6. Advice the person may offer to new HRD practitioners just received a Master degree from UT Tyler based on his/her field HRD experiences.

Please write your report based on your interview data. Your report should at least have the following components:

- The background of the person, the department and the organization.

- The role of HRD in the organization.

- How the organization benefited from their HRD functions or department.

- A detailed description of a sample HRD project conducted by the person or his/her team.

Please note that the interview report needs to be focused and structured with subheadings. Quotes from the interviewee may be necessary, but the report should not be the entire interview transcripts. Necessary analysis based on the HRD theories or models learned is expected.

Please think ahead and prepare the interview early in the semester. This may lead you to ideas on the final project.

<div align="center">**Final Project**</div>

Due: 12/3

Objectives

This assignment is intended to develop an in-depth understanding of HRD functional roles in a real organization. The objectives are,

1. Gaining in-depth knowledge on real world organizational HRD issues, problems, functions and roles.
2. Applying theories and models learned in the course to develop a conceptual analysis of the real world HRD for organizational performance improvement.

Requirements:

1. The final report should be at least 10 double-spaced, 1" margin on all sides with no smaller than 10 font size. It should reference to at least 5 peer-reviewed articles published in HRD journals and books written in the past 10 years.
2. This is an independent project.
3. No late submission will be accepted.

Assignments

To complete this project, you must identify an organization and collect real data from an organization in any industry, any sector. A good idea is to develop this project as a continuation of your interview report, thus making it a significant expansion of the report.

Compared to your interview report which covers almost every aspects of HRD activities, this final project is to focus on one of the components of HRD and examining more detailed activities, such as training intervention, organization development, or career development. It is to identify the needs, functions, processes, or outcomes, often in a form of HRD projects that an organizational HRD or HR department develop in helping the organization improving the performance.

The report should include, but is not limited to, the following content:

1. The background and context of the organization
2. The structure of the organization, including HRD functions or department (note an organization chart may be necessary).

3. The primary and secondary functions of HRD and in what way it can address the business needs in the organization.

4. On a specific area, e.g., training, OD, or strategic planning, how HRD function contributed to the organization. This must be represented by HRD projects or processes.

5. How does HRD identify performance needs or gaps in the organization?

6. Once the needs or gaps identified, what are the processes to develop an HRD related solution?

7. How does HRD function integrate or collaborate with other business functions, e.g., sales, finance, business development?

8. How the HRD function knows how they are doing? In other words, what evaluation process is in place to judge their contributions to the organization?

9. Any other issues or findings from your data collected from the organization that deserve reporting.

Important Note:

The final project report must be significantly different from the interview report. For example, interview report may include only one interviewee. You can expand to 2 or more interviewees in the same organization and cover a particular project. Or you may change to a different organization.

How to identify organization or interviewee(s)

This is a common question asked by previous students. For those working professionals in this class, you may use your own organization for the assignment. For those never had previous work experience, here are some of your past classmates' practices:

- Walk-in to one of your favorite retail stores and ask for their HR manager for help, it is also a way to market yourself and your project. In the past, we had students working with HRD managers in Walmart, Target, Homedepot, Lowe's, JC Penny, Dillard's and many local restaurants (chain or independent, fast-food or formal-dining). A few students even landed a job or internship because of the projects' relationship.

<center>**Learning Agenda**</center>

This course will be divided into three learning modules in the following structure. Required readings and learning resources are specified in a Learning Map under each module on Canvas learning site.

Module 1: What is Human Resource Development?
Learning period: (8/21—9/23).

Online Discussions Requirement

> Requirement: Each student initiates 1 original post to address the set of questions listed and respond to at least **2** other original posts each week by the due in the syllabus. The responses must be beyond "me toos" with substantive inputs to the discussions.

Week 1 Discussions (Due 8/26)

   Self-introduction: Post on Canvas designated discussion area a self-introduction including,
   a. Your name
   b. You major and academic status
   c. Share any HRD related experiences you have in your career life
   d. Other experience you are willing to share.

Week 2 Discussion (Due 9/2)

HRD definition,
>> Finish reading Swanson and Holton chapter one, Wang & Sun (2009), and Wang, et al. (2017) in the required readings list and discuss the following questions.:
>> - Why scholars and practitioners put so much effort on defining HRD or why does the definition matters?

Week 3 Discussion (Due 9/9)
>> Finish reading Swanson and Holton chapter 2 and Werner Part One all chapters, answer the following questions.

>> Based on your understanding, what are the "consensus" within the HRD profession, and why?
>> .

Week 4 Discussion (Due 9/16).

>> Combining the readings of Swanson and Holton chapters 3-6, and Wang, et at. (2017) and discuss the following questions:

Is the three-legged stool model of Figure 5.4 on p. 102 sufficient enough to describe the foundations of HRD? Why or why not?

Does the three-legged stool model make sense to you if HRD is to take place at national and/or international level? Why or why not?

Week 5 Discussion (Due: 9/23)
With the new research development by Wang et al. (2017) and Wang & Doty (2022), can you see any existing HRD foundational theory, e.g., three-legged stool model, need to be revised or changed? Why or why not?

Module 2 –The Paradigms and Roles of HRD
Learning dates: (9/30—10/21)

<u>Weeks 1 & 2 (Due10/7)</u>

<u>Discussion:</u> Learning vs. Performance
Finish reading Swanson and Holton chapter 7-9 and Werner Part One for the HRD definition discussion, answer the following questions.
   a. Do you see the learning and performance paradigms as competing or mutually complementary paradigms? Why or why not?
   b. According to the new definition by Wang, et al. (2017), which of the pair, learning vs. performance would matter the most for HRD, and why?

<mark>Interview Report Due: 10/7.</mark>

<u>Week 3 (Due 10/14)</u>
<u>Discussion: Training and Development</u>
Finish reading Swanson and Holton chapter 10 and chapter 12, and Werner Chapter 9, answer the following question:

What are the unique aspects of training and development component of HRD?

<u>Week 4 (Due 10/21)</u>

<u>Discussion: Organization Development</u>
Finish reading Swanson and Holton chapter 13 and 14 and Werner Chapter 14, answer the following question.

What are the differences and similarities among the types of interventions discussed by Werner in Chapter 14? How are those different than Swanson and Holton's discussion?

Week 5 (Due 10/28)

Discussion: Career Development
Finish reading Werner Chapter 12, and article 3 and 4 on the supplemental reading list and answer the following questions.

a. Do you think career development is more individual oriented or organizational oriented? Take a position and explain.
b. How do you see the three component theories working together for HRD?

Module 3 – The Processes and Practices of HRD (10/29—11/25)

Learning Activities

Online Discussions

The expectation for all online discussion is that each person initiates 1 original post and respond to two others' posts.

Week 1 (Due 11/4)

Finish reading Werner Chapter 4 and discuss the following question:
What is the base for needs assessment in the HRD setting?

Week 2 (Due 11/11)
Finish reading Werner chapter 5 and discuss the following question
What are the key considerations to design effective HRD programs or interventions?

Week 3 (Due 11/18)
Finish reading Werner chapters 6 and discuss the following question
What are the major factors in determining successfully implementing HRD programs?

Week 4 (Due 11/25)
Finish reading Werner Chapter 7, and discuss the following questions.

Why do we need to even consider evaluating HRD programs?

How do you know if your HRD interventions work or not?

Week 5 Learning Reflections: Wrapping-up (Due 12/2)

During this last week of course learning and working on your final project, please take a moment, close the textbook and minimize your Canvas portal to reflect on you learning of this course, post a paragraph or two to share your key learning points in a paragraph or so.

Final Project Due: 12/2

*Note***:**

- For all late assignments, including discussion posts, missing a submission deadline will result in point deduction of at least 10%.

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation (This is apparently irrelevant to our online course, but I am required to list it here):
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform

your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Academic Conduct

I encourage everyone to view the new UT Tyler Honor Code video in the following link: https://www.youtube.com/watch?v=xVMEQel1Q2A

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.